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FIELD TRYOUT OF THE ARMY EDUCATION
INFORMATION SYSTEM (ARIES)

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Discover Foundation, Inc.

BASIC SKILLS INSTRUCTIONAL SYSTEMS TECHNICAL AREA



U. S. Army

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Executive Summary
Field Tryout of the
Army Education Information System
(AREIS)

During the month of April 1980, the DISCOVER Foundation conducted a field tryout of AREIS at Fort Sill, Oklahoma. The following portions of the total system were tested:

1. Subsystem I, Orientation: an overview of AREIS itself, of the services provided to soldiers by the Education Centers, and of the various programs offered by the Army Continuing Education System.
2. Subsystem II, Self-Information: the UNIACT Interest Inventory (© 1978, American College Testing Program).
3. Subsystem III, Goals and Planning: the goal entitled, "To Complete a Next Step in Education," designed to provide detailed information about the education offerings on or near a specific Army post.
4. Subsystem IV, The Counselor-Administrator System: a demonstration package of various administrative functions which might be computerized for counselor use.

Subjects for the field tryout were volunteers from the many soldiers who came to the Education Center on their own and from the BSFP II program operating in a nearby building. No soldiers were taken from their military duty assignments to participate in the tryout. Counselors and other staff members were also invited to use AREIS and to interact with Subsystem IV. Once the subjects were introduced to AREIS and to the purpose of the field tryout, they were left alone to interact with the system in a manner determined by their time limits and by their interest in the information. No attempt was made to structure the AREIS experience.

Sixty-four soldiers and twelve counselors used AREIS. The soldiers each took an on-line, pre-use questionnaire and also responded to a survey after each subsystem. These surveys provided feedback about the usefulness, understandability, and interest level of that subsystem. The soldiers were also asked if they would recommend that portion of AREIS to a friend. Some soldiers also took an on-line, post-use questionnaire. Several items on the pre-use and post-use questionnaires were identical; in this way the effect of system use on the attitude of subjects was analyzed.

Based on the information provided by these on-line evaluation instruments, the following conclusions can be drawn about the benefits derived from AREIS use:

1. The computer was perceived to be useful for help with vocational planning. Before using AREIS, 82% of the soldiers believed that AREIS would help with job planning, after AREIS, that percentage rose to 94%.

2. The computer was perceived to be useful for help with educational planning. Prior to system use, 84% believed AREIS would be helpful; that figure rose to 94% after system use.
3. The content of the soldier subsystems developed for the field tryout was perceived as useful. Subsystem II, Self-Information, was viewed as the most useful, with 95% of the users reacting positively to the content.
4. The content of the soldier subsystems was perceived as interesting. Subsystem II was the most interesting portion of AREIS, with 95% reacting favorably to the subsystem.
5. AREIS users, soldiers coming from a broad spectrum of educational experience, found the language used in AREIS to be understandable. 85%-91% of the users reported that they had no difficulty understanding the content of the three subsystems.
6. The AREIS experience was perceived very favorably by the users. 95%-98% of the subjects indicated that they would recommend AREIS to a friend. Four users did, in fact, bring a total of ten others to the terminal.
7. Counselors also reacted favorably to AREIS. They felt that the information presented in the soldier subsystems was accurate and appropriate. They also felt that the style of presentation was appropriate. Their reaction to the use of a computer to deliver educational information to soldiers was very positive.
8. Counselors also responded favorably to the information presented in the demonstration package in Subsystem IV. They felt that the information was accurate and that it was displayed in an appropriate format.

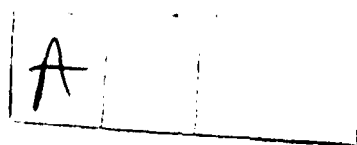


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Field Tryout Report
of the
Army Education Information System

INTRODUCTION

Over the recent years the information which relates to the career development and educational opportunities of the U.S. Army soldier has become more extensive and more complex. At the same time, the number of Education Counselors who are available to disseminate and interpret that information has steadily decreased. As a result, the Education Directorate, Department of Army, cognizant of the possibility of using computer-based assistance for the delivery of educational information to soldiers, requested that the Army Research Institute undertake a project to research and design a prototypal, interactive, computer-based information system about military and civilian education programs which relate to the Army career progression system. To that end, the Army Research Institute awarded a contract to the DISCOVER Foundation to design and field try AREIS, the Army Education Information System.

AREIS is composed of four subsystems. It is designed to be flexible, and thus it allows soldiers to move freely from one subsystem to another. A detailed description of the components of AREIS can be found in Appendix A. To date, the following portions of the total system have been developed:

- 1) Subsystem I, Orientation: an overview of AREIS itself, of the services provided to soldiers by all Education Centers, and of the various programs offered by the Army Continuing Education System.
- 2) Subsystem II, Self-Information: the on-line administration of the UNIACT Interest Inventory (©1978), used with the permission and cooperation of American College Testing Program.
- 3) Subsystem III, Goals and Planning: the goal entitled, "To Complete a next Step in Education." This script is designed to provide detailed information about the educational offerings on or near a specific Army post and about Army financial assistance programs.
- 4) Subsystem IV, The Counselor-Administrator Subsystem: a demonstration module which shows sample capabilities, such as the computerized version of Form 669, on-line update of Army regulations, master schedule of all courses given on or near post, and the compilation of lists for summary report purposes.

These portions of AREIS were the focus of the field tryout activity carried out at Fort Sill, Oklahoma, during the period of 31 March to 23 April 1980. The purpose of this field tryout was fourfold:

- 1) to assess any technical problems with AREIS and the authoring language*;
- 2) to assess any operating problems within an actual Education Center setting;
- 3) to assess soldier reaction to AREIS; and,
- 4) to assess the reaction to AREIS by counselors and other Education Center personnel.

METHOD

Participants

In order to create as realistic a setting as possible, it was decided prior to the field tryout experience to use soldiers who would walk into the Education Center on their own time rather than to request military units on post to release soldiers from training for the study. In addition, soldiers in the Basic Skills Education Program (BSEP II) were invited to interact with AREIS.

A breakdown of grades of soldiers who participated in the field tryout follows:

	<u>Percentage</u>	<u>Number</u>
E-4 and below	64%	40
E-5 and above	24%	16
Officers (including Warrant)	12%	8

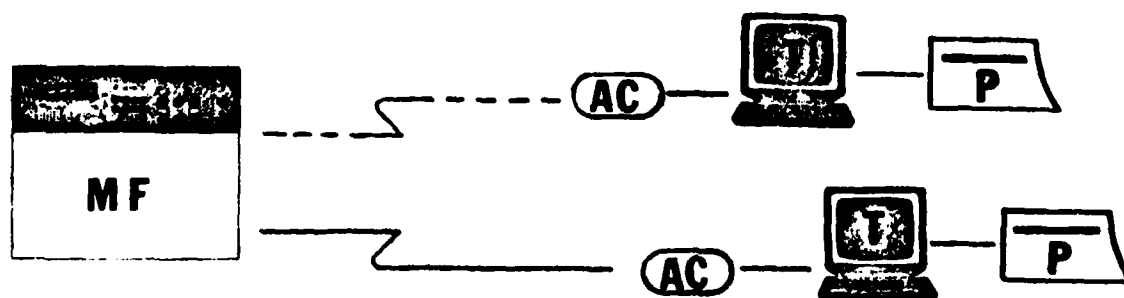
The age range of these individuals was 18-41 (mean age = 24). They had been on active duty from 1 year to 25 years (mean time in service = 5). They had been stationed at Fort Sill from 1 month to 72 months (mean time = 13); some of them had been stationed at Fort Sill more than once. They had used the Education Center 0 to 28 times (mean = 3).

Counselors and administrative staff of the Education Center also used AREIS, including the Counselor-Administrator Subsystem, and provided feedback. All soldiers and Education Center staff were voluntary participants in the study. When entering AREIS, they used unique identification numbers which assured their anonymity.


*PIANIT (the Programming Language for Interactive Teaching) was selected by the Army Research Institute as the authoring language for AREIS. Use of this software, already resident in the Edgewood Arsenal UNIVAC 1108 computer, allowed the developers to turn their full attention and energies to the development of the AREIS courseware.

Apparatus

A system configuration which consisted of one Hazeltine 1520 cathode ray tube terminal and one Comprint 912 printer, was placed in the Vocational-Technical School and Academic Counseling Building of the Fort Sill Education Center. These devices were connected by telephone lines and Digicom AC 312 acoustical couplers to the UNIVAC 1108 computer at Edgewood Arsenal, Maryland. The phone line to the Academic building was a dedicated line "on-loan" from the ARI Field Unit located on post. The phone line to the Vocational-Technical building was a regular voice-grade line. See Figure 1. Users "conversed" with the computer by pressing appropriate keys on the terminal keyboard.



MF = UNIVAC 1108 mainframe--Edgewood Arsenal

 = voice-grade phone line to Fort Sill, OK.

 = dedicated phone line to Fort Sill, OK.

AC = Digicom AC 312 acoustical coupler

T = Hazeltine 1520 cathode ray tube terminal

P = Comprint 912 printer

Figure 1.
Hardware Configuration for Field Tryout.

The equipment was placed in an unused counselor cubicle in the Vocational-Technical Building and in the college reference library in the Academic Building. These settings provided a modicum of privacy for the APPIS users; at the same time other soldiers were able to view the field tryout proceedings and to decide whether they also wished to participate. Posters describing the APPIS system were prominently displayed in the reception area of each building.

Procedure

Prior to the start of the field tryout, a meeting with the Education Center staff was held by Army Research Institute personnel to explain the conceptual design and content of AREIS, to outline the purpose and design of the field tryout and to gain their support and cooperation.

Soldiers who came into the Education Center were referred to the terminal by either the receptionist or a counselor. When it was ascertained that the soldiers 1) were willing to volunteer for the field tryout, and 2) had permission to be away from their unit for a sufficient amount of time to interact with AREIS, they were seated before the terminal, given a unique user number, and introduced to AREIS.

The soldiers began the AREIS experience with a brief, on-line "pre-use questionnaire" which was designed to obtain demographic information about the user (age, rank, time in service, time at Fort Sill, approximate use of the Education Center) as well as elicit information about the state of their education/vocational planning and their opinion about the use of a computer to aid with such activities. (Appendix B contains all on-line questionnaire items). Users then began interaction with AREIS, proceeding through the content in a manner determined only by their time limits and their interest in the information. Following use of each subsystem, they answered questions (on-line) which were designed to evaluate the usefulness, the interest level, and the understandability of that subsystem. They were also asked if they would recommend that portion of AREIS to a friend. For several reasons, such as time constraints, differing areas of interest on the part of the soldiers, and/or equipment problems, all soldiers did not use all parts of AREIS.

The soldiers were observed throughout the use of the system by a field tryout staff member. Help was provided when necessary; no attempt was made to structure the experience. At the end of the session the soldiers were asked to complete an on-line "post-use questionnaire." Some of the items on this instrument were identical to some of the items on the pre-use questionnaire in order to analyze the effect of system use on attitudes of subjects.

Counselors and other Education Center staff also interacted with Subsystem I, II, and III, as well as with Subsystem IV, the Counselor-Administrator demonstration module. They also took the pre-use questionnaire, the subsystem evaluation questionnaires, and a specially designed post-use questionnaire for Education Center personnel and participated in a discussion about their reactions to AREIS at the close of the field tryout.

Soldier and staff questionnaire responses were tabulated.

RESULTS

In general, the field tryout of the Army Education Information System produced valuable information for the research and development effort. Some specific findings related to the objectives of the field tryout follow:

Objective 1: To assess any technical problems with AREIS and the authoring language.

On the whole, those portions of AREIS which were used during the field tryout functioned satisfactorily. Soldiers and staff members were able to operate the terminal following brief instructions contained within the Orientation Subsystem, and they required little or no assistance with the AREIS program itself.

There arose, however, some technical problems which were hardware related rather than AREIS related, and, therefore, beyond the control of the field tryout staff. One such problem was the "timing-out" procedure. After a five-minute period during which there has been no action in a program, the UNIVAC computer shuts down that program automatically. When this occurs, the terminal must once again be logged into the computer and the AREIS program must be re-initialized. During the field tryout, counselors observed this situation and indicated dissatisfaction with it. They expressed a desire for a system which would be operational all day, whether or not there is a user at the terminal. A second problem concerned the Comprint 912 printers; the printer in the Vocational-Technical Building broke down after five days' use. Because of service problems, this machine was removed from the configuration, and the users in that building were not able to get hard copies of information from AREIS.

The use of the PLANIT authoring language for the development of AREIS also presented some problems which became apparent before the field tryout and were underscored by that activity. One of the most important capabilities of a computer is its ability to search large, complex databases. This capability is particularly important to the design of an educational information system such as AREIS in which the user is able to generate information about self and to relate that data to information about educational programs and career opportunities. PLANIT does not have the capability to support databases; hence a user is unable to take the information generation process to its final step -- that of retrieving detailed information about educational and career opportunities. For example, Subsystem II provided users with the experience of taking an interest inventory and of receiving an interpretation of the results of that inventory, which consisted of lists of occupations which relate to the expressed interests. The final step in this process, receiving detailed information about those occupations, was not possible because PLANIT did not have the database support capability.

Another problem with PLANIT, that of being unable to enter more than one response per screen, had the effect of slowing down user--AREIS interaction in some areas of the AREIS program. This problem was particularly evident in the interest inventory when users responded to a 60-item survey. If soldiers had been able to enter multiple responses (e.g., responses to ten items) before transmitting the information to the computer, the amount of user time at the terminal could have been reduced significantly.

Objective 2: To assess acceptance and needs in the host environment.

For the most part, Education Center personnel expressed enthusiasm about the concept and purpose of AREIS and actively supported its presence in the Education Center. Two requirements appear necessary if AREIS is to be installed in an Education Center: 1) space is needed which provides soldiers with some privacy while still keeping the system visible enough to attract users; 2) someone, either clerical or paraprofessional staff, needs to learn how to get the system running, how to sign off, whom to call in case of problems, and how to enter local information on local programs into the computer.

Objective 3: To assess soldier reaction to AREIS.

A large majority of soldiers reacted very favorably to AREIS, stating that there is merit to the computerized delivery of educational and vocational information. Specific findings follow:

Usefulness of the System

Soldiers reported that interaction with a computerized system such as AREIS would be useful for both vocational and educational planning. Prior to system use, 82% to 84% of the subjects responded favorably to the use of such a system; after using AREIS, that figure was 94%. (See Table 1).

Table 1
Soldier Reaction to
Usefulness of AREIS for
Vocational and Educational Planning

Soldier Responses		
Question	Pre-Use Questionnaire N=64	Post-Use Questionnaire N=34*
For help with my vocational planning, a computer would be:		
1. Very useful	55%	62%
2. Useful	27%	32%
3. Undecided	16%	6%
4. Not very useful	2%	0%
5. Not at all useful	0%	0%
Mean	1.6	1.4
For help with my educational planning, a computer would be:		
1. Very useful	53%	62%
2. Useful	31%	32%
3. Undecided	14%	6%
4. Not very useful	2%	0%
5. Not at all useful	0%	0%
Mean	1.6	1.4

*Because of time constraints, all soldiers who used AREIS did not take the post-test.

There appears to be little change in the degree of specification of vocational or educational planning of soldiers as a result of using AREIS. Table 2 shows that the specification of vocational planning did not change after use of AREIS, but the educational planning became slightly less defined. This lack of measurable effect is possibly due to the short span of treatment time, the fact that all soldiers did not interact with all parts of AREIS, and the fact that only some portions of the total AREIS system were developed and programmed for the field tryout.

Table 2
Specification of
Vocational and Education Planning

Soldier Responses		
Question	Pre-Use Questionnaire N=64	Post-Use Questionnaire N=34
At this point, I have:		
1. No idea about my future vocational plans.	16%	15%
2. Some vague ideas about my future vocational plans.	36%	35%
3. Narrowed future plans to 2 or 3 choices.	34%	32%
4. Narrowed future plans to 1 certain vocation.	14%	18%
Mean	2.5	2.5
At this point, I have:		
1. No idea about my educational plans.	8%	3%
2. Some vague ideas about my educational plans.	27%	47%
3. Narrowed my educational plans to 1 or 2 possible types of training.	42%	32%
4. Selected one program for more education or training.	23%	18%
Mean	2.8	2.6

Users also responded to a short, on-line questionnaire after interacting with each of the subsystems. The data obtained from these questionnaires revealed that the content of the various portions of AREIS was also perceived as useful. More than half of all users considered the information to be very useful. Table 3 shows that SELF-INFORMATION was considered to be the most useful of the three soldier subsystems, with 95% of the users reacting favorably to this subsystem.

Table 3
Usefulness of Information Contained in
Each of the Soldier Subsystems

Soldier Responses			
Question	Subsystem I (Orientation) N=60	Subsystem II (Self-Information) N=43	Subsystem III (Goals and Planning) N=20
How useful was this part of the Army Edu- cation Information System (AREIS) to you?			
1. Very useful	51%	64%	55%
2. Somewhat useful	39%	31%	35%
3. Undecided	8%	2%	5%
4. Not very useful	2%	2%	5%
5. Not at all useful	0%	0%	0%
Mean	1.6	1.4	1.6

Interest Level of the System

The responses to the subsystem questionnaire item on interest are shown in Table 4. On the whole, the soldiers agreed that all portions of AREIS created a high level of interest. At least 50% felt that each subsystem of AREIS was very interesting, with SELF-INFORMATION being the most interesting of the three soldier subsystems. Some soldiers expressed a desire to see AREIS taken one step further by adding detailed descriptions of the occupations which are found at the end of the interest inventory. Because PLANIT, the programming language used for AREIS, does not have a data base search capability, this step was not possible for the field tryout. The addition of a data base support capability, however, would serve to heighten the interest level of this, and other portions of AREIS. One serendipitous finding which emerged from observation of users showed that soldiers responded favorably to graphic displays which provided feedback about their operation of the terminal and to various touches of humor which were used throughout the system.

Table 4
Interest Level of Information Contained in
Each of the Soldier Subsystems

Soldier Responses			
Question	Subsystem I (Orientation) N=60	Subsystem II (Self-Information) N=43	Subsystem III (Goals and Planning) N=20
How interesting was this part of the Army Education Information System (AREIS) to you?			
1. Very interesting	50%	74%	58%
2. Somewhat interesting	38%	21%	26%
3. Undecided	8%	5%	11%
4. Not very interesting	4%	0%	5%
5. Not at all inter- sting	0%	0%	0%
Mean	1.6	1.3	1.6

Understandability of the System

The soldiers who used the AREIS program came from a broad spectrum of educational experience. For example, some soldiers, who were enrolled in the Basic Skills Education Program (BSEP II), were working on a high school level while others were talking to counselors about courses needed to complete an advanced degree program. Despite this disparity, however, a large majority of users -- 85% to 91% -- reported they could understand everything in AREIS.

Table 5
Understandability of Information Contained in
Each of the Soldier Subsystems

Soldier Responses			
Question	Subsystem I (Orientation) N=60	Subsystem II (Self-Information) N=43	Subsystem III (Goals and Planning) N=20
How about the words used in this part of AREIS?			
1. I could understand everything.	85%	91%	85%
2. I didn't understand some words or sen- tences.	15%	7%	10%
3. I didn't understand a lot of it.	0%	2%	5%
Mean	1.2	1.1	1.2

Acceptance of the System

Perhaps the most telling evidence of the users' positive reaction to ARFIS lies in the responses to the question, "Would you recommend this part of ARFIS to a friend?" Table 6 shows that between 95% and 98% of the subjects answered affirmatively. Further proof of this fact can be shown by the action of some of the soldiers themselves during the field tryout period; four users reacted positively enough to bring ten other soldiers to the terminal either later the same day or the next day.

Table 6
Acceptance of Information Contained
in Soldier Subsystems

Soldier Responses			
Question	Subsystem I (Orientation) N=60	Subsystem II (Self-Information) N=43	Subsystem III (Goals and Planning) N=20
Would you recommend this part of ARFIS to a friend?			
1. Yes	97%	98%	95%
2. No	3%	2%	5%
Mean	1.03	1.02	1.05

Objective 4: To assess the reaction by counselors and other
Education Center personnel.

After their interaction with ARFIS, including the Counselor-Administrator Subsystem, Education Center personnel responded to a questionnaire designed to test their reaction to various aspects of the system. These responses are presented in Tables 7 and 8. The Education Center personnel reported that the information in the soldier subsystems was both accurate and appropriate and that style of presentation was appropriate for their counselees.

Table 7
Education Center Personnel Reaction to
Accuracy and Appropriateness of AREIS
Information: Soldier Subsystems on all
Three Subsystems

Question	Percentage of Response N=5
Is the information in the soldier subsystems accurate?	
1. Very accurate	60%
2. Moderately accurate	40%
3. Undecided	0%
4. Somewhat inaccurate	0%
5. Very inaccurate	0%
Mean	1.4
Is the information in the soldier subsystems appropriate?	
1. Very appropriate	60%
2. Moderately appropriate	20%
3. Undecided	20%
4. Somewhat inappropriate	0%
5. Very inappropriate	0%
Mean	1.6
In general, is the style of presentation in the soldier subsystems appropriate for soldiers on your post?	
1. Very appropriate	40%
2. Moderately appropriate	40%
3. Undecided	20%
4. Somewhat inappropriate	0%
5. Very inappropriate	0%
Mean	1.8

With regard to the Counselor-Administrator subsystem, the Education Center personnel unanimously agreed that the information displayed in the demonstration package was very appropriate and that the information was accurate. (See Table 8).

Table 8
Counselor Reaction to
Accuracy and Appropriateness of AREIS
Information: Counselor-Administrator Subsystem

Question	Percentage of Response N=5
Is the information in the Counselor-Administrator Subsystem accurate?	
1. Very accurate	60%
2. Moderately accurate	40%
3. Undecided	0%
4. Somewhat inaccurate	0%
5. Very inaccurate	0%
Mean	1.4
Is the information in the Counselor-Administrator Subsystem displayed in an appropriate format?	
1. Very appropriate	100%
2. Moderately appropriate	0%
3. Undecided	0%
4. Somewhat inappropriate	0%
5. Very inappropriate	0%
Mean	1.0

Education Center personnel also saw the worth of using such a system as AREIS for helping soldiers with their vocational and educational planning. The mean of 1.2 for the question, "What is your general reaction to providing information to soldiers by computer," indicates a very favorable response to providing such information via a computer. (See Table 9).

Table 9
Education Center Personnel Reaction to
Using Computer to Provide Information to Soldiers

Question	Percentage of Response N=5
What is your general reaction to providing information to soldiers by computer?	
1. Positive	80%
2. Neutral	20%
3. Negative	0%
Mean	1.2

After the conclusion of the field tryout, a debriefing session was held with the counselor staff. At this time the counselors stated that they favored the implementation of a system such as AREIS in the Education Center. They also suggested some items which might be considered in terms of the future development of AREIS. Some of these suggestions are:

- occupational description data base
- college/university data base
- capability to call up master schedule of courses given on or near other posts
- capability to call up the course descriptions given in the ACE Guide
- a practice GED test
- detailed information about apprenticeship programs, both military and civilian
- promotion procedure: information and simulation
- correspondence course data base
- skills assessment device
- Education Center budgeting procedures
- Education Center property control procedures
- relationship of military occupational specialties to interests

SUMMARY AND CONCLUSIONS

The field tryout of those parts of the Army Education Information System which were tested at Fort Sill was consistent with the operational experiences of other computer-based information systems; that is, people react favorably to the use of this medium for the delivery of self, educational, and vocational information. The soldiers and Education Center personnel reported that the AREIS experience was a positive one. Findings can be summarized as follows:

1. The portions of AREIS content which were field tried are generally ready for operation. (It is important to note that in Subsystem III, the goal, "To Complete a Next Step in Education," requires some modification on each post to reflect differences in educational courses and programs offered at that site).
2. Soldiers perceive interaction with AREIS to be useful and interesting and accept the help of a computer for educational and vocational planning.
3. Although there was no significant change in the degree of specification of educational and vocational plans of soldiers as a result of using AREIS, this lack of effect seems to be due more to the limitations of the field tryout experience (i.e., the fact that the AREIS system was not complete and that the treatment time was very short) than to the content of the system itself.
4. Counselors and other Education Center personnel support the existence of such a system within the Education Center setting.
5. Education Center personnel perceive the computer to be a valuable tool to assist with educational and vocational planning.
6. Education Center personnel react favorably to AREIS. They view the style of presentation as very appropriate for Education Center clientele and feel that the information is presented accurately.

In summary, the findings of this field tryout of AREIS indicate that this computerized information system can be a useful adjunct to the guidance treatment of U.S. Army soldiers. The data also reveal that Education Center personnel view the system as a valuable tool to assist them with the information retrieval/dispensing functions of the counseling process. Although the size of the tryout group was small and the AREIS system was not complete, results of this tryout suggest that with a larger sample over a longer period of time, the following would obtain:

1. The Army Education Information System (AREIS) could be placed into Army Education Centers and receive the support of the counselors and other staff.
2. The Army Education Information System would be a highly useful, interesting, understandable, and acceptable way to get information about self, about educational programs, and about career options.
3. The Army Education Information System could help soldiers to develop educational and vocational plans.

APPENDIX A

Detailed Description of

XXXXXXXX	XXXXXXXX	XXXXXXXX	XXX	XXXXXXXX
XXXXXXXX	XXXXXXXX	XXXXXXXX	XXX	XXXXXXXX
XXX XXX	XXX XXX	XXX	XXX	XXX
XXX XXX	XXX XXX	XXX	XXX	XXX
XXXXXXXX	XXXXXXXX	XXXXXX	XXX	XXXXXXXX
XXXXXXXX	XXXXXXXX	XXXXXX	XXX	XXXXXXXX
XXX XXX	XXX XXX	XXX	XXX	XXX
XXX XXX	XXX XXX	XXX	XXX	XXX
XXX XXX	XXX XXX	XXXXXXXX	XXX	XXXXXXXX
XXX XXX	XXX XXX	XXXXXXXX	XXX	XXXXXXXX

In recent years the information which relates to the educational and career opportunities for Army military personnel has become more extensive and complex. The task of capturing, dispensing, and interpreting data is the primary function of Education Center personnel. The Army Education Information System (AREIS) was designed to relieve the Education Counselors of the repetitive tasks related to this function so they can better serve the needs of their clients.

As designed, AREIS is a computer-based information system which is composed of two distinct, though interacting parts: 1) direct access functions for counselors and Education Services Officers; and 2) interactive, instructional dialogues and supporting data files for soldiers.¹ In graphic form, AREIS takes the following shape:

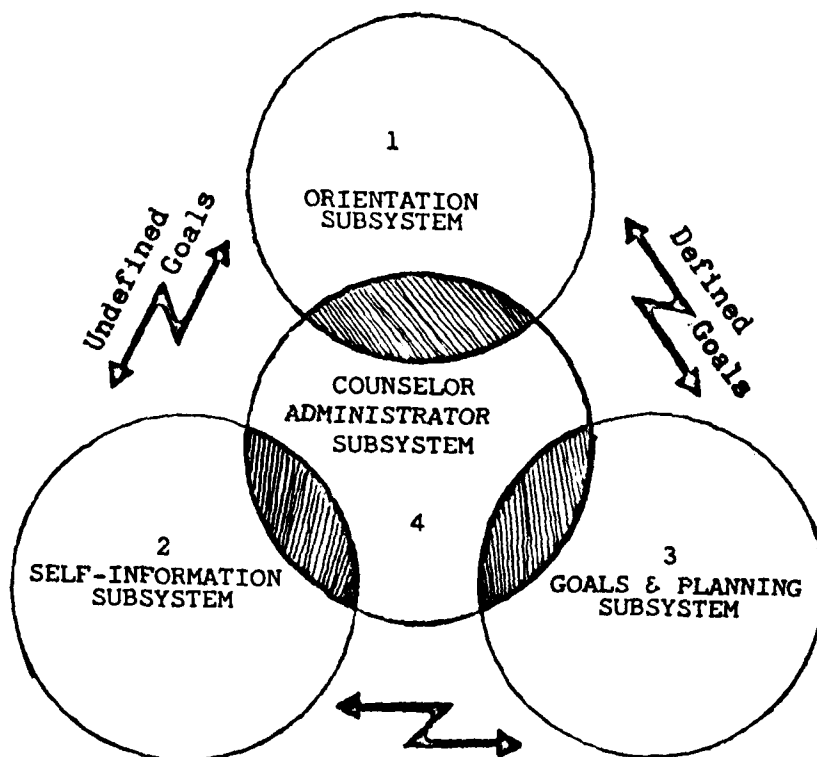


Figure 2.

Graphic Representation of
Army Education Information System
(AREIS)

¹. Bowlsbey, J.H. and Rabush, C.M. The Army Education Information System (AREIS) A Conceptualization, (Phase I, Final Report to Army Research Institute). DISCOVER Foundation, Westminster, MD: 1979.

Subsystems I, II, and III are modules of interactive dialogue for soldier use. Subsystem I, ORIENTATION, provides an overview of AREIS and of the services of the Education Center; Subsystem II, SELF-INFORMATION, provides and interprets assessment data about the interests, skills, and values of the users; and Subsystem III, GOALS AND PLANNING, presents several short- and long-range goals which might be attained with the assistance of the Army. Soldiers may move freely among the three subsystems depending upon their current needs. Subsystem IV, the COUNSELOR-ADMINISTRATOR Subsystem, was designed for quick and easy access to the files which support the interactive scripts and for administrative functions, such as record keeping, which are important to the Education Center activity.

In the diagram, the shaded areas are those functions which are common to the soldier and counselor-administrator subsystems.

For the field tryout experience, only some parts of AREIS were created and programmed. Those parts are:

1. All of Subsystem I, Orientation.
2. The on-line administration and interpretation of an interest inventory in Subsystem II.
3. The instructional script for the goal, "To Complete a Next Step in Education," in Subsystem III.
4. A demonstration package showing possible capabilities of the Counselor-Administrator Subsystem which includes the computerization of Form 669, the master schedule of courses offered on or near post, and updating Department of Army regulations.

The following is a detailed description of the system as it existed during the field tryout at Fort Sill.

Subsystem I: Orientation

The purposes of the ORIENTATION Subsystem are: 1) to provide instruction about the content of AREIS; 2) to assist the soldier to learn how to use the terminal and printer; 3) to give a brief explanation and overview of all Army Continuing Education programs; and 4) to explain the services of the Education Center.

ORIENTATION is always the entry point. When the soldier signs on with a unique number, the computer asks if he/she has used AREIS before.

WELCOME TO AREIS. THE ARMY EDUCATION
INFORMATION SYSTEM!
IF THIS IS YOUR FIRST EXPERIENCE WITH AREIS. TYPE IN 1.
IF YOU HAVE USED AREIS BEFORE, AND WANT TO CONTINUE. PLEASE
TYPE IN 2. THEN PRESS THE GREEN KEY AT THE FAR RIGHT OF THE
KEYBOARD.
O.K...DO THIS NOW!

If it is the first use, the soldier is exposed to the material in ORIENTATION: if it is a repeat visit, the system uses information in the stored record to review past uses and to offer alternatives for current use. The system also offers a review of the subsystems and their modules.

WELCOME TO YOUR FIRST VISIT TO AREIS! AT THIS VISIT YOU WILL
GET A LOT OF INFORMATION ABOUT AREIS. YOU WILL ALSO GET SOME
IDEAS ON HOW YOU MIGHT USE IT. IN LATER VISITS YOU WILL NOT
SEE THIS INFORMATION AGAIN UNLESS YOU ASK FOR IT.
YOU CAN KEEP TRACK OF WHAT YOU DO AT EACH VISIT. THEN, WHEN
YOU USE AREIS THE NEXT TIME, IT WILL TELL YOU SOME NEW WAYS
TO USE THE SYSTEM.

PRESS THE GREEN KEY.

All of the ORIENTATION was completed for the field tryout. Following are samples of actual screens of text from Subsystem 1.

AREIS tells the user what the system will do.

```

AREIS IS A NEW COMPUTER SYSTEM BEING DEVELOPED FOR POSSIBLE USE
IN ARMY EDUCATION CENTERS. AREIS WILL:
-- TELL YOU ABOUT THE SERVICES OF THE EDUCATION CENTER
-- DESCRIBE THE EDUCATIONAL PROGRAMS YOU CAN USE
-- HELP YOU LEARN MORE ABOUT YOURSELF (ABOUT YOUR APTITUDES,
  SKILLS, VALUES) SO YOU CAN MAKE PERSONAL GOALS
-- HELP YOU TO KNOW HOW TO REACH SOME OF THESE PERSONAL
  GOALS WHILE YOU ARE IN THE ARMY
BEFORE YOU START, YOU NEED TO LEARN HOW TO USE THE KEYS ON THE
TERMINAL KEYBOARD IN FRONT OF YOU.
  PRESS THE GREEN KEY
  
```

Because many people have not used a computer system before, AREIS teaches the user how to operate the terminal by explaining the functions of important keys on the board.

```

                                THE TERMINAL

IT'S REALLY EASY TO USE THIS TERMINAL. AND DON'T WORRY ABOUT
HURTING THE COMPUTER . . . YOU WON'T!!
HERE'S WHAT YOU NEED TO KNOW:
TO KEEP GOING, USE THE
                                GREEN KEY
WHICH IS IN THE FAR RIGHT OF THE KEYBOARD. THIS KEY LETS YOU
READ AT YOUR OWN SPEED AND THEN MOVE ON TO THE NEXT DISPLAY.
  *IF YOU DON'T HIT THE GREEN KEY, THE COMPUTER
    WILL NEVER KNOW WHAT YOU WANT.*
SO . . . TOUCH THE GREEN KEY AND WE'LL GO ON . . .
  
```

TO ERASE A MISTAKE

SOMETIMES WE ALL MAKE MISTAKES! IF YOU MAKE ONE WHEN YOU TYPE IN YOUR ANSWER, YOU CAN CHANGE IT BEFORE YOU TOUCH THE GREEN KEY. YOU CAN DO THIS BY TOUCHING THE RED KEY AND THE YELLOW KEY. DO THESE AT THE SAME TIME. THEN YOU CAN TYPE A NEW ANSWER. LET'S TRY IT. WE'LL MISPELL ARMY AS: ARMEY

1. TYPE THE MISPELLED WORD "ARMEY" JUST AS YOU SEE IT.
 2. HOLD DOWN THE YELLOW KEY WHILE
 3. TOUCHING THE RED KEY LIGHTLY.
 4. SEE THE LIGHT MOVE TO THE NEXT LINE?
 5. NOW TYPE THE WORD "ARMY" THE RIGHT WAY.
- WHEN YOU ARE DONE, PRESS THE GREEN KEY.

This part of ORIENTATION provides an opportunity for low-risk practice in using the keys and gives feedback so the user becomes comfortable operating the terminal.

```

XXXXXX  XXXXXX  XXXXXX  XXXXXX
X      X  X      X  X      X  X      X
X      X  X      X  X      X  X      X
X    XXX  X      X  X      X  X      X
X      X  X      X  X      X  X      X
XXXXXX  XXXXXX  XXXXXX  XXXXXX

```

PRESS THE GREEN KEY.

THE PRINTER

TO MAKE A PAPER COPY OF ANYTHING THAT SHOWS ON THE SCREEN.
PUSH THE

WHITE AND BLUE KEYS

NOW... TO START THE PRINTER... HOLD DOWN THE WHITE
KEY AND AT THE SAME TIME PRESS THE BLUE KEY DOWN FOR A SHORT TIME.
THE PRINTER WILL MAKE A PAPER COPY FOR YOU TO TAKE ALONG
WHEN YOU LEAVE.
TRY IT NOW. YOU'LL LIKE IT!!!
WHEN YOU HAVE MADE YOUR COPY. PRESS THE GREEN KEY TO GO ON.

TO STOP WHAT YOU ARE DOING AND GO TO ANOTHER
PART OF AREIS. TYPE IN THE WORD

X	X	XXXXX	X	XXXXX	XX
X	X	X	X	X	XX
XXXXXXXX	XXXX	X	XXXXX	XX	
X	X	X	X	X	
X	X	XXXXX	XXXXXX	X	XX

THIS WILL LET YOU GO TO ANOTHER PART OF AREIS.
YOU DON'T HAVE TO DO THIS NOW. JUST PRESS THE GREEN KEY TO GO ON.

HELP

WHAT WOULD YOU LIKE TO DO NEXT:

1. REVIEW INSTRUCTIONS ON HOW TO USE THE TERMINAL.
 2. REVIEW CONTENTS OF THE THREE PARTS.
 3. GO SOMEWHERE ELSE IN AREIS.
 4. RETURN TO WHERE I LEFT OFF.
 5. ... OR ... SIGN OFF FOR TODAY.
- TYPE IN THE NUMBER OF YOUR RESPONSE.

The "help" and "directory" screens can be accessed from any place in the total AREIS program. A user can call up the "help" frame in either of two ways: 1) by typing in the word "help," and 2) by choosing the last option in the list in any of the several menu or option screens which appear through AREIS.

DIRECTORY

WHAT WOULD YOU LIKE TO DO:

1. GO TO PART 1 (ORIENTATION).
 2. GO TO PART 2 (INTEREST INVENTORY).
 3. GO TO PART 3 (TO COMPLETE A NEXT STEP IN EDUCATION).
 4. RETURN TO WHERE I LEFT OFF.
 5. SIGN OFF FOR TODAY.
- PLEASE TYPE IN THE NUMBER OF YOUR CHOICE AND PRESS THE GREEN KEY.

Once the instruction on terminal use is complete, the user moves on to another objective—the overview of the services of the Education Center.

NOW THE NITTY GRITTY IS OUT OF THE WAY. LET'S GO TO THE INTERESTING STUFF!! THIS PART OF AREIS WILL TELL YOU ALL ABOUT WHAT YOUR ED CENTER CAN DO FOR YOU. THERE ARE FOUR THINGS:

1. EDUCATIONAL COUNSELING
2. EDUCATIONAL IMPROVEMENT
3. SKILLS DEVELOPMENT AND RECOGNITION
4. SUPPORTIVE SERVICES
5. I'D LIKE TO SKIP THIS SECTION

TYPE THE NUMBER OF THE TOPIC YOU WOULD LIKE TO LEARN ABOUT. THEN PRESS THE GREEN KEY.

EDUCATIONAL COUNSELING

EVERY EDUCATION CENTER HAS COUNSELORS WHOSE JOB IT IS TO HELP YOU. SOME OF THE THINGS YOU MIGHT SEE YOUR COUNSELOR ABOUT ARE:

- PLANNING AN EDUCATIONAL PROGRAM WHILE IN THE ARMY
- GETTING INTO COURSES ON POST
- FINDING OUT ABOUT COURSES OFF POST
- LEARNING ABOUT TESTING PROGRAMS
- GETTING READY FOR SQT'S
- LEARNING ABOUT TUITION ASSISTANCE PLANS
- FINDING OUT ABOUT APPRENTICESHIPS
- PUTTING CREDITS TOGETHER FOR A DEGREE
- GETTING PROMOTED

COUNSELORS MAY ALSO HELP YOU USE BOOKS THAT HELP WITH EDUCATION OR JOB PLANNING.

PRESS THE GREEN KEY.

EDUCATIONAL IMPROVEMENT

THE ARMY BELIEVES THAT EDUCATION MAKES YOU A BETTER SOLDIER AND A BETTER PERSON. SO, YOU CAN TAKE PART IN A LOT OF ARMY EDUCATION PROGRAMS. THESE PROGRAMS INCLUDE:

- IMPROVING YOUR READING AND MATH SKILLS THROUGH THE BSEP I AND II PROGRAMS (BASIC SKILLS EDUCATION PROGRAM)
- GETTING YOUR HIGH SCHOOL DIPLOMA, IF YOU HAVE NOT ALREADY DONE SO
- GETTING AN ASSOCIATE (TWO-YEAR COLLEGE) DEGREE
- GETTING A BACHELOR'S (FOUR-YEAR COLLEGE) DEGREE
- GETTING A GRADUATE DEGREE

PRESS THE GREEN KEY.

RECOGNITION AND DEVELOPMENT OF JOB-RELATED SKILLS

YOU WANT TO DO WELL IN YOUR MOS. THAT'S HOW YOU GET AHEAD IN THE ARMY. YOU ALSO WANT SKILLS THAT WILL HELP YOU GET A GOOD JOB WHEN YOU LEAVE THE ARMY. THE EDUCATION CENTER CAN HELP YOU:

- IMPROVE YOUR MOS SKILLS.
- DEVELOP VOCATIONAL-TECHNICAL SKILLS FOR USE IN THE ARMY AND AFTER THE ARMY.
- GET CREDIT FOR THESE SKILLS FROM INDUSTRY AND TRADE UNIONS (APPRENTICESHIP).
- GET COLLEGE CREDIT FOR ARMY EXPERIENCES.
- DEVELOP OR IMPROVE YOUR LANGUAGE SKILLS.

PRESS THE GREEN KEY.

Throughout AREIS an attempt is made to provide creative instructional strategies in order to keep the interest of the soldier at a high level. The following three screens provide an example of a different approach to providing information to the user. In the first frame, the soldier is asked to respond to a brief quiz about the supportive services of the Education Center.

SUPPORTIVE SERVICES

HERE'S A REAL SHORT QUIZ ABOUT ACES. THERE ARE ONLY 3 CHOICES:

ACES IS - - -

1. THE BEST HAND YOU CAN GET IN POKER
2. THE ARMY CONTINUING EDUCATION SYSTEM
3. FOUR MEN WHO MADE UP A SINGING GROUP IN THE 50'S

WHICH ONE WOULD YOU FIND AT YOUR EDUCATION CENTER?

TYPE A NUMBER. THEN PRESS THE GREEN KEY.

Should he/she choose either of the two incorrect answers, a humorous response is offered, along with a suggestion to try the third alternative.

WELL . . .

YOU MIGHT FIND A POKER GAME AT THE EDUCATION CENTER DURING THE LUNCH HOUR. BUT YOU PROBABLY WOULD HAVE A BETTER CHANCE FOR A GAME IN THE COMPANY AREA.

AND, UNLESS THE ARMY HAS CHANGED ITS AGE LIMITS, THE 4 ACES WOULD BE TOO OLD TO ENLIST! LET'S TRY CHOICE 2 AND SEE WHAT WE GET . . .

PRESS THE GREEN KEY.

The computer then takes the user directly to the correct answer.

RIGHT! THIS IS THE ONE! THE ARMY CONTINUING EDUCATION SYSTEM (ACES) HELPS MAKE A COMBAT-READY SOLDIER AND A WELL-ROUNDED PERSON. EDUCATION CENTERS OFFER MANY SUPPORT SERVICES, SUCH AS:

- ONE-TO-ONE EDUCATIONAL COUNSELING
- A WIDE VARIETY OF TESTS WHICH MEASURE EDUCATIONAL PROGRESS
- LIBRARY SERVICES WHICH HELP YOU WITH YOUR MOS SKILLS
- DIFFERENT COURSES ON POST, NEAR POST, AND THROUGH THE MAIL
- TWO TUITION AID PROGRAMS
- SPECIAL AGREEMENTS WITH COLLEGES WHICH MAKE IT EASIER TO COMPLETE AN EDUCATIONAL DEGREE.

PRESS THE GREEN KEY.

AREIS also offers information about the various Army Continuing Education System (ACES) programs. This section is meant to provide only brief, introductory information; more in-depth descriptions of the various programs are offered as a part of Subsystem III, Goals and Planning. The following illustrate the menu frame and various frames which describe the Army Continuing Education System Programs.

HERE'S A LIST OF ACES (ARMY CONTINUING EDUCATION SYSTEM) PROGRAMS WHICH ARE OFFERED BY THE EDUCATION CENTER. NOW'S YOUR CHANCE TO LEARN ABOUT ANY OR ALL OF THEM! WRITE DOWN THE NUMBERS OF YOUR CHOICE. THEN TYPE IN THE NUMBER OF YOUR FIRST CHOICE AND PRESS THE GREEN KEY.

- | | |
|--|--|
| 1 AMERICAN COUNCIL ON EDUCATION (ACE) CREDIT FOR MILITARY EXPERIENCE | 12 SQT (SKILLS QUALIFICATION TEST) PREPARATION |
| 2 APPRENTICESHIPS | 13 SOC PROGRAM |
| 3 ARMY SERVICE SCHOOL CORRESPONDENCE COURSES | 14 TESTS |
| 4 ASSOCIATE DEGREE PROGRAMS | 15 TUITION ASSISTANCE |
| 5 RSEP (BASIC SKILLS EDUCATION PROGRAM) | 16 VEAP (VETERANS' EDUCATIONAL ASSISTANCE PROGRAM) AND G.I. BILL |
| 6 COLLEGE COURSE OFFERINGS ON OR NEAR POST | 17 VOCATIONAL-TECHNICAL COURSES |
| 7 COLLEGE DEGREE PROGRAMS | |
| 8 DANES COURSES | |
| 9 HIGH SCHOOL COMPLETION | 18 GO TO THE NEXT SECTION OF THIS MODULE. |
| 10 LANGUAGE PROGRAMS | |
| 11 MOS IMPROVEMENT | |

SERVICEMEN'S OPPORTUNITY COLLEGES (SOC) PROGRAM

SOC IS MADE UP OF COMMUNITY COLLEGES AND FOUR-YEAR COLLEGES WHICH TRY TO HELP SOLDIERS GET A COLLEGE DEGREE. THESE COLLEGES:

- HAVE EASIER ENTRANCE AND TRANSFER RULES
- LET YOU GET COURSE CREDIT IN MANY WAYS (SUCH AS STUDYING ON YOUR OWN, TAKING TESTS, OR TAKING COURSES THROUGH THE MAIL)
- GIVE YOU CREDIT FOR YOUR ARMY WORK
- GIVE YOU HELP WITH COURSES THAT ARE GIVING YOU TROUBLE
- LET YOU TAKE FEWER COURSES ON THEIR CAMPUSES BECAUSE YOU MOVE SO OFTEN
- GIVE YOU COUNSELING HELP

SEE YOUR COUNSELOR TO FIND OUT WHICH SCHOOLS ARE SOC COLLEGES.

PRESS THE GREEN KEY ...

LANGUAGE PROGRAM

HABLA USTED ESPANOL? OR PARLEZ-VOUS FRANCAIS? IF NOT, YOU CAN LEARN SPANISH OR FRENCH, OR ANOTHER LANGUAGE, AT THE FOREIGN LANGUAGE LABORATORY IN YOUR EDUCATION CENTER.

WHY WOULD YOU STUDY A LANGUAGE?

- TO BETTER YOUR CHANCES FOR ANOTHER ASSIGNMENT
- TO EARN POINTS TOWARD PROMOTION
- FOR YOUR OWN INTEREST

YOU CAN USE BOOKS, RECORDS, AND TAPES TO STUDY

- | | |
|-----------|---------------|
| • GERMAN | • JAPANESE |
| • FRENCH | • RUSSIAN |
| • SPANISH | • MANY OTHERS |

THE LANGUAGE LABORATORY IS OPEN AFTER REGULAR DUTY HOURS. FOR MORE INFORMATION, SEE YOUR EDUCATION COUNSELOR.

NOW TYPE IN THE NUMBER OF YOUR NEXT CHOICE AND PRESS THE GREEN KEY ...

DANTES

ARE YOU STATIONED AT A POST "WAY OUT IN NOWHERE?" DO YOU HAVE A WORK SCHEDULE THAT KEEPS YOU OUT OF A COURSE THAT YOU NEED TO TAKE? IF SO, DANTES IS FOR YOU!!
WHAT IS DANTES?

- THE DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT
 - YOU CAN TAKE HIGH SCHOOL, COLLEGE, OR GRADUATE COURSES BY MAIL
 - THE EDUCATION CENTER WILL GIVE YOU THE FINAL EXAM
- DANTES ALSO OFFERS NATIONAL CREDIT-BY-EXAMINATION PROGRAMS LIKE THE CLEP (COLLEGE LEVEL EXAMINATION PROGRAM). OVER 1800 SCHOOLS ACCEPT THESE PROGRAMS. YOU MIGHT BE ABLE TO TEST OUT OF A COURSE USING A DANTES TEST.
CHECK WITH YOUR COUNSELOR ABOUT DANTES.
NOW TYPE IN THE NUMBER OF YOUR NEXT CHOICE AND PRESS THE GREEN KEY ...

COLLEGE COURSE OFFERINGS ON OR NEAR POST

IF YOU'RE READY FOR COLLEGE, THERE ARE COURSES RIGHT ON POST...OR NEARBY.
THERE MIGHT BE A COLLEGE OR TWO NEAR POST. IF SO, YOU CAN TAKE OFF-DUTY COURSES RIGHT ON THE CAMPUS.
LOOK AROUND THE EDUCATION CENTER. THERE MAY BE OFFICES ASSIGNED TO SEVERAL TWO- AND FOUR-YEAR SCHOOLS. THE PEOPLE THERE CAN HELP YOU LEARN ABOUT THE COLLEGES AND THEIR COURSE OFFERINGS.
THE EDUCATION CENTER HAS LOTS OF BOOKS WHICH GIVE DETAILED INFORMATION ABOUT COLLEGES. YOUR COUNSELOR CAN HELP YOU LEARN MORE ABOUT FOUR-YEAR SCHOOLS AND ABOUT TUITION ASSISTANCE.
NOW TYPE IN THE NUMBER OF YOUR NEXT CHOICE AND PRESS THE GREEN KEY ...

APPRENTICESHIPS

DO YOU KNOW WHAT AN APPRENTICESHIP PROGRAM IS? WELL, IN THIS PROGRAM PEOPLE COMBINE CLASSROOM STUDY WITH ON-THE-JOB TRAINING TO LEARN AN OCCUPATION. STUDENTS MOVE FROM "APPRENTICE" TO "JOURNEYMAN" TO "MASTER" AS THEIR SKILLS IMPROVE.

THE ARMY HAS SUCH AN APPRENTICESHIP PROGRAM. IT INCLUDES 59 SERVICE SCHOOL COURSES WHICH COVER SKILLS WHICH ARE A PART OF 136 MOS'S. EXAMPLES ARE COOK, ELECTRICIAN, AND WELDER.

YOUR MOS MIGHT BE ONE THAT HAS AN ARMY APPRENTICESHIP PROGRAM. WHY NOT CHECK WITH YOUR EDUCATION COUNSELOR AND GET MORE INFORMATION? THIS PROGRAM COULD HELP YOU BOTH IN THE ARMY AND AFTER. NOW TYPE IN THE NUMBER OF YOUR NEXT CHOICE AND PRESS THE GREEN KEY ... OR JUST HIT THE GREEN KEY FOR THE LIST AGAIN.

ASSOCIATE DEGREE PROGRAMS

AN ASSOCIATE DEGREE IS A TWO-YEAR DEGREE USUALLY FROM A COMMUNITY COLLEGE. WHY NOT START AN ASSOCIATE DEGREE PROGRAM AT A COMMUNITY COLLEGE?

THERE ARE TWO KINDS OF ASSOCIATE DEGREES:

- A.A. (ASSOCIATE OF ARTS) WHEN YOU MIGHT GO ON TO A FOUR-YEAR COLLEGE
- A.S. (ASSOCIATE OF SCIENCE) WHEN YOU WANT JOB SKILLS RIGHT AWAY

YOU CAN EARN YOUR ASSOCIATE DEGREE BY TAKING COMMUNITY COLLEGE COURSES ON OR NEAR POST. THESE COLLEGES USUALLY BELONG TO THE SOCAD (SERVICEMEN'S OPPORTUNITY COLLEGE ASSOCIATE DEGREE) PROGRAM. THEY USUALLY GIVE CREDIT FOR ARMY TRAINING AND OTHER LEARNING. YOU CAN EARN THE DEGREE THROUGH SOCAD WITH 15 HOURS (OUT OF 30) OF RESIDENT CREDIT.

SEE YOUR COUNSELOR FOR MORE DETAILS!

SKILLS QUALIFICATION TEST (SQT) PREPARATION

YOU'LL HAVE TO TAKE AN SQT IN YOUR MOS EACH YEAR. THE TEST IS SCORED PASS OR FAIL. YOU WILL BE TOLD ABOUT THE TEST 60 DAYS BEFORE THE TEST IS GIVEN. THAT WAY YOU CAN GET READY.

THE EDUCATION CENTER CAN HELP YOU GET READY FOR THE TEST.

- YOU CAN USE THE MOS LIBRARY
 - YOU CAN GO TO THE TEC (TRAINING EXTENSION COURSES) CENTER
 - YOU MAY BE ABLE TO SIGN UP FOR AN MOS REVIEW COURSE AT THE EDUCATION CENTER
 - YOU CAN SIGN UP FOR SERVICE SCHOOL COURSES BY MAIL
- NOW TYPE IN THE NUMBER OF YOUR NEXT CHOICE AND PRESS THE GREEN KEY ... OR ... JUST HIT THE GREEN KEY FOR THE LIST AGAIN.

RSEP (BASIC SKILLS EDUCATION PROGRAM)

YOU MAY HAVE TAKEN THE SELECTABLE TEST WHEN YOU CAME INTO THE ARMY. YOU CAN GO INTO BSEP I

- IF YOU SCORED BELOW 5TH GRADE
 - IF YOU SPEAK ANOTHER LANGUAGE AND HAVE PROBLEMS WITH ENGLISH
- THERE YOU GET ONE-TO-ONE SMALL GROUP WORK IN READING AND MATH. CLASSES ARE HELD ON DUTY TIME.

YOU CAN GO INTO BSEP II

- IF YOU SCORED BELOW 90 ON THE GT TEST OF ASVAB
 - AND IF YOU TOOK THE ABLE-II TEST
 - IF YOU SCORED BELOW 60 ON THE SQT TEST
- BSEP II HELPS BRING YOUR READING AND MATH UP TO THE 9TH GRADE LEVEL. IF YOU DIDN'T FINISH HIGH SCHOOL, YOU MAY TAKE THE GED (GENERAL EDUCATIONAL DEVELOPMENT) TEST WHEN YOU FINISH BSEP II. IF YOU PASS IT, YOU'LL EARN A HIGH SCHOOL EQUIVALENCY CERTIFICATE.
- NOW TYPE IN THE NUMBER OF YOUR NEXT CHOICE AND PRESS THE GREEN KEY ... OR ... JUST HIT THE GREEN KEY FOR THE LIST AGAIN.

Subsystem II: SELF-INFORMATION

The purpose of SELF-INFORMATION is to help soldiers generate information about themselves in order to formulate short- and/or long-range goals for the time they spend on military duty or for the rest of their lives. This subsystem is an optional part of AREIS which can be used whenever soldiers feel that they need more information about themselves as it relates to their careers.

LEARNING ABOUT OCCUPATIONS BY RATING INTERESTS
IN THIS PART OF AREIS YOU CAN THINK ABOUT YOUR INTERESTS. THEN YOU CAN
FIND SOME OCCUPATIONS WHICH USE THOSE INTERESTS.
YOU SHOULD ALSO CONSIDER
-- YOUR ABILITIES OR SKILLS
-- YOUR VALUES
-- YOUR SHORT AND LONG RANGE GOALS
WHEN YOU TRY TO FIND OCCUPATIONS WHICH WOULD BE GOOD FOR YOU.
AREIS CAN HELP YOU IN EACH OF THESE AREAS. YOU CAN ALSO LEARN HOW TO
PUT ALL THE INFORMATION ABOUT YOURSELF TOGETHER. SO YOU MAY WANT TO
LOOK AT THESE OTHERS PARTS OF AREIS TOO.

PRESS THE GREEN KEY.

As conceptualized, SELF-INFORMATION would address three areas: 1) work-related interests; 2) work-related aptitudes or skills; and 3) work-related values. Just one area, work-related interests, was completed in preparation for the field tryout.

The basis of this portion of Subsystem II is the on-line administration, scoring, and summary of the UNIACT Interest Inventory (© American College Testing Program, 1978).

INTEREST INVENTORY

WHAT IS AN INTEREST INVENTORY, YOU ASK?
AN INTEREST INVENTORY IS A GROUP OF QUESTIONS. YOUR ANSWERS TO THESE QUESTIONS HELP YOU TO PUT TOGETHER A PATTERN OF WHAT YOU LIKE AND DISLIKE. THEN YOU CAN USE THAT INFORMATION TO MATCH YOUR INTERESTS TO OCCUPATIONS.
THIS INTEREST INVENTORY WAS WRITTEN BY AMERICAN COLLEGE TESTING PROGRAM. IT HAS 60 ITEMS. WHEN YOU FINISH ALL THE ITEMS, AREIS WILL GIVE YOU A LIST OF OCCUPATIONS WHICH MATCH YOUR INTERESTS.
PRESS THE GREEN KEY.

IT SHOULD TAKE YOU ABOUT 15 MINUTES TO TAKE THIS INVENTORY.
DO YOU HAVE TIME TO GO ON?
1. YES. I'M READY. WILLING. AND ABLE!
2. NO. I THINK I'LL COME BACK LATER!
TYPE 1 OR 2 AND PRESS THE GREEN KEY.

After a brief introduction, soldiers receive instructions about how they will complete the interest inventory.

THIS INVENTORY IS CALLED UNIACT (COPYRIGHT © AMERICAN COLLEGE TESTING PROGRAM, 1978). ACT SPENT YEARS OF EFFORT TO COME UP WITH A GOOD INVENTORY WHICH RATES THE INTERESTS OF BOTH MEN AND WOMEN. TO TAKE THE INTEREST INVENTORY, HERE'S WHAT YOU WILL DO:

- LOOK AT EACH ITEM.
- DECIDE IF YOU WOULD LIKE THE ACTIVITY OR WOULD DISLIKE IT. (DON'T WORRY ABOUT WHETHER YOU CAN DO THE ACTIVITY . . . JUST IF YOU WOULD LIKE TO DO IT.)
- ENTER YOUR ANSWER.

PRESS THE GREEN KEY.

FOR EACH ITEM, THEN, YOU'LL TYPE IN ONE OF THE FOLLOWING:

- | | | |
|---|---------------------------------------|---|
| : | 1 = I WOULD DISLIKE THE ACTIVITY | : |
| : | 2 = I DON'T CARE ONE WAY OR THE OTHER | : |
| : | 3 = I WOULD LIKE THE ACTIVITY | : |

PRESS THE GREEN KEY.

The items are presented one at a time to the soldier.

1. HELP SETTLE AN ARGUMENT BETWEEN FRIENDS

At the conclusion of the interest inventory, the computer tallies the responses and asks the user what educational level he/she is planning to achieve. Then the computer lists the regions of the World of Work Map (developed by American College Testing Program) which might be of interest to him/her.

AREIS CAN GIVE YOU A BETTER LIST OF OCCUPATIONS WHICH MATCH YOUR INTERESTS IF YOU KNOW THE LEVEL OF EDUCATION YOU ARE WILLING TO GET:

1. HIGH SCHOOL GRADUATION OR LESS
2. UP TO TWO YEARS OF TRAINING BEYOND HIGH SCHOOL
(ASSOCIATE DEGREE OR VOCATIONAL-TECHNICAL PROGRAMS)
3. THREE YEARS OF COLLEGE OR MORE

TYPE 1, 2, OR 3 AND THEN PRESS THE GREEN KEY.

YOU HAVE FINISHED THE INTEREST INVENTORY! NOW AREIS IS READY TO TELL YOU WHAT INTERESTS YOU HAVE SAID YOU HAVE. IT WILL ALSO GIVE YOU A LIST OF OCCUPATIONS WHICH MATCH THOSE INTERESTS
WHAT WOULD YOU LIKE TO DO?

1. FIND OUT ABOUT MY INTERESTS AND OCCUPATIONS THAT MATCH
2. SIGN OFF FOR NOW AND COME BACK LATER

ENTER THE NUMBER OF YOUR CHOICE AND PRESS THE GREEN KEY.

REMEMBER HOW YOU PLOTTED COMPANY POSITIONS ON THE MAP DURING MAP READING CLASSES?
ACT HAS PLOTTED 22,000 OCCUPATIONS IN 12 "REGIONS" OF A MAP CALLED THE WORLD OF WORK MAP.

PRESS THE GREEN KEY.

SUMMARY OF UNIACT RESULTS

REGION OF YOUR PRIMARY INTEREST: 1
 OTHER REGIONS YOU SHOULD EXPLORE: 12 AND 2
 TYPE OF OCCUPATIONS: WORKING WITH PEOPLE
 NAMES OF FAMILIES OF OCCUPATIONS IN THESE REGIONS:
 REGION 1:
 A. PROMOTION AND DIRECT CONTACT SALES
 C. RETAIL SALES AND SERVICES
 REGION 2 AND 12:
 B. MANAGEMENT AND PLANNING
 Q. SOCIAL AND LEGAL SERVICES
 U. POPULAR ENTERTAINMENT
 V. EDUCATION AND SOCIAL SERVICES
 W. NURSING AND HUMAN CARE
 YOU MAY WANT TO PRINT THIS DISPLAY BY PRESSING THE BLUE KEY AND THE WHITE KEY AT THE SAME TIME.
 PRESS THE GREEN KEY TO CONTINUE.

At the request of the soldier the computer provides a list of occupations to explore which is based on the job families and on the level of education which the soldier chose.

REGION 1:

FAMILY A:	FAMILY C:
FASHION MODEL	SALES CLERKS & RETAIL SALES-
PHOTOGRAPHER'S MODEL	WORKERS IN STORES SELLING
TRAVEL CLERK OR AGENT	PRODUCTS SUCH AS- FURNITURE,
RADIO-TV TIME SALESPERSON	DRAPERY, RADIOS, TELEVISIONS,
AUCTIONEER	GAS & ELECTRIC APPLIANCES,
ENCYCLOPEDIA SALESPERSON	HI-FI SPORTING GOODS,
BRIDAL CONSULTANT	AUTOMOBILES, MOBILE HOMES,
WHOLESALE SALESWORKERS	HEARING AIDS, PHOTOGRAPHIC
WHO VISIT CUSTOMERS TO SELL PRODUCTS,	SUPPLIES, MUSICAL
SUCH AS-COMPUTERS, MEDICAL	INSTRUMENTS, JEWELRY
& DENTAL SUPPLIES, MACHINERY,	
PRINTING SUPPLIES, OFFICE MACHINES,	
FOOD PRODUCTS, PETROLEUM PRODUCTS	
PRESS THE BLUE AND WHITE KEYS AT THE SAME TIME TO PRINT THIS DISPLAY.	
PRESS THE GREEN KEY TO CONTINUE.	

Subsystem III: GOALS AND PLANNING

The purposes of Subsystem III are: 1) to assist soldiers to identify relevant personal goals both short- and long-range, related to career and education; and 2) to provide detailed information about ACES programs which are related to these goals.

A number of personal goals have been identified for the conceptualization of AREIS. For the purpose of the field tryout, information was collected and text was written for just one goal, "To Complete a Next Step in Education." The design for providing this information can be generalized, however, for use on the remaining goals which have not been programmed.

This section of AREIS begins by asking the user what level of education he/she wishes to complete.

YOU HAVE SELECTED A PART OF AREIS WHICH WILL HELP YOU PLAN
TO FINISH A NEXT STEP IN EDUCATION. THAT'S GREAT!
WHICH OF THE FOLLOWING DESCRIBES YOUR NEXT GOAL?
1. TO FINISH HIGH SCHOOL
2. TO GET AN ASSOCIATE DEGREE (TWO-YEAR COLLEGE DEGREE)
3. TO GET A BACHELOR'S DEGREE (FOUR-YEAR COLLEGE DEGREE)
OR DO SOME GRADUATE WORK
PLEASE TYPE THE NUMBER OF YOUR CHOICE AND PRESS THE GREEN KEY.

As soon as the user selects his/her educational goal, another choice frame is offered which contains possible questions which are relevant to the attainment of that educational degree. The user chooses one of these, and a "conversation" begins. It is important to note that the information contained in this subsystem is post-specific; that is, a soldier stationed at Fort Sill (as our sample indicates) receives information about educational opportunities on or near that post, while a soldier at Fort Benning receives data about opportunities on post or in Columbus, Georgia, and nearby.

The following displays illustrate the possible sequence of screens:

SINCE YOU ARE THINKING ABOUT FINISHING YOUR HIGH SCHOOL COURSE WORK,
YOU MAY HAVE THESE QUESTIONS:

1. HOW CAN I COMPLETE MY COURSE WORK?
2. WILL THE ARMY HELP PAY THE BILL?
3. WHEN CAN I BEGIN?
4. WHAT DO I HAVE TO DO TO GET STARTED?
5. NO MORE QUESTIONS.

TYPE THE NUMBER OF YOUR CHOICE AND PRESS THE GREEN KEY. YOU WILL HAVE
A CHANCE TO COME BACK AND ASK OTHER QUESTIONS. REMEMBER YOU CAN
MAKE A COPY OF THIS FRAME BY PRESSING THE WHITE AND BLUE KEYS
AT THE SAME TIME.

HERE AT FT. SILL THE FOLLOWING PLANS ARE POSSIBLE FOR THE
COMPLETION OF HIGH SCHOOL COURSE WORK:

- TAKE THE ADULT HIGH SCHOOL COMPLETION PROGRAM
EVENINGS AT THE LAWTON PUBLIC SCHOOLS. YOU WILL GET
A STANDARD HIGH SCHOOL DIPLOMA WHEN YOU FINISH THE
COURSE OF STUDY.
- TAKE THE ADULT BASIC EDUCATION PROGRAM (ABE) AT THE
LAWTON PUBLIC SCHOOLS. THE FREE EVENING COURSES HELP
YOU GET READY FOR THE GED TEST.

PRESS THE GREEN KEY.

WHEN YOU BEGIN DEPENDS UPON WHICH OF THE PLANS YOU WILL TAKE OR COMBINE:

- . THE NEXT REGULAR DIPLOMA COURSE OF STUDY BEGINS IN SEPTEMBER 1980.
- . THE NEXT ADULT BASIC EDUCATION COURSE BEGINS IN SEPTEMBER.
- . HIGH SCHOOL COURSES ON POST BEGIN IN SEPTEMBER TOO!

SEE YOUR COUNSELOR FOR MORE DETAILS.

PRESS THE GREEN KEY.

MOST EMPLOYERS AND COMMUNITY COLLEGES WILL ACCEPT THE GED EQUIVALENCY CERTIFICATE AS EQUAL TO A HIGH SCHOOL DIPLOMA. MANY FOUR-YEAR COLLEGES, ESPECIALLY THOSE WHICH BELONG TO THE SOC (SERVICEMEN'S OPPORTUNITY COLLEGES) PROGRAM, WILL ALSO ACCEPT THE EQUIVALENCY CERTIFICATE. SOME SELECTIVE FOUR-YEAR COLLEGES WILL NOT.

PRESS THE GREEN KEY TO CONTINUE.

The information contained in Subsystem III is different for each level of education also. Hence, there are different choice frames with questions which are education-level specific.

NOW THAT YOU'VE SET A GOAL TO GET AN ASSOCIATE DEGREE, YOU MUST HAVE A LOT OF QUESTIONS:

1. WHAT SCHOOLS OFFER COURSES ON OR NEAR POST?
2. WHICH PROGRAMS (MAJORS) ARE AVAILABLE ON OR NEAR POST?
3. WHICH COURSES ARE OFFERED THIS SEMESTER?
4. CAN I TRANSFER ANY CREDITS?
5. CAN I GET ANY CREDIT THROUGH TESTING OR ARMY EXPERIENCE?
6. CAN I TAKE ANY COURSE WORK BY MAIL?
7. WILL THE ARMY HELP PAY THE BILL?
8. HOW CAN I GET STARTED?
9. WHAT IS THE MALE/FEMALE RATIO?
10. NO MORE QUESTIONS.

PLEASE TYPE THE NUMBER OF YOUR CHOICE. YOU WILL HAVE A CHANCE TO COME BACK AND ASK OTHER QUESTIONS. REMEMBER YOU CAN MAKE A COPY OF THIS BY PRESSING THE WHITE AND BLUE KEYS AT THE SAME TIME.

YOU MAY POSSIBLY GET A LOT OF CREDIT THROUGH TESTING OR ARMY EXPERIENCE!

THE CLEP (COLLEGE LEVEL EXAMINATION PROGRAM) TEST WILL HELP YOU GET SOME COLLEGE CREDIT. IT MEASURES WHAT YOU'VE LEARNED THROUGH GENERAL LIFE EXPERIENCES. YOU CAN TAKE TESTS IN

•HUMANITIES	•MATH	•SOCIAL SCIENCE/HISTORY
•ENGLISH	•SCIENCE	

CHECK WITH YOUR COUNSELOR TO SEE WHAT CLEP TESTS CAMERON WILL TAKE.

THE EDUCATION CENTER HAS BULLETINS ABOUT THE CLEP TEST.

YOU CAN TAKE DANTES SUBJECT STANDARDIZED TESTS TO GET COLLEGE CREDIT. ASK YOUR COUNSELOR ABOUT AVAILABLE TESTS.

YOU ALSO CAN GET CREDIT FOR ARMY TRAINING! YOUR COUNSELOR HAS A BOOK CALLED THE ACE GUIDE. IT TELLS THE NUMBER OF COLLEGE CREDITS YOU MAY GET FOR TRAINING OR FOR YOUR MOS AS CERTIFIED IN YOUR 201 FILE.

PRESS THE GREEN KEY.

YES, YOU CAN TRANSFER CREDITS FROM PREVIOUS COLLEGE COURSE WORK.
YOU SHOULD ASK YOUR LAST COLLEGE FOR A LETTER OF TRANSFER OF CREDITS.
THE LETTER SHOULD HAVE

- ..YOUR NAME
- ..YOUR SOCIAL SECURITY NUMBER
- ..THE DATES YOU ATTENDED THAT SCHOOL
- ..NAMES AND GRADES OF COURSES YOU TOOK
- ..A COPY OF YOUR OFFICIAL TRANSCRIPT

THIS LETTER SHOULD BE SENT TO CAMERON UNIVERSITY, 2800 GORE BLVD,
LANTON, OK 73501. ATTENTION: MR. RAYMOND CHAPMAN.
YOU MAY WANT TO MAKE A COPY OF THIS. PRESS THE WHITE AND BLUE KEYS
AT THE SAME TIME. THEN PRESS THE GREEN KEY.

SO, WHAT ARE YOUR ORDERS?

1. TELL ME ABOUT GETTING A BACHELOR'S DEGREE!
 2. LET ME USE OTHER PARTS OF THE SYSTEM.
 3. SIGN ME OFF FOR TODAY.
- TYPE 1, 2, OR 3 ... AND PRESS THE GREEN KEY.

YOU'RE SMART TO BE THINKING ABOUT USING YOUR ARMY TIME AND BENEFITS
TO COMPLETE A BACHELOR'S OR GRADUATE DEGREE.

HERE ARE SOME QUESTIONS YOU CAN ASK ME:

1. WHICH COLLEGES AND UNIVERSITIES OFFER COURSES ON OR
NEAR POST?
2. WHICH MAJORS OR PROGRAMS OF STUDY ARE AVAILABLE?
3. WHICH COURSES ARE OFFERED THIS NEXT SEMESTER?
4. CAN I TRANSFER ANY CREDITS?
5. CAN I GET ANY CREDIT THROUGH TESTING OR ARMY EXPERIENCE?
6. CAN I TAKE ANY COURSE WORK BY MAIL?
7. WILL THE ARMY HELP ME PAY THE BILL?
8. HOW CAN I GET STARTED?
9. NO MORE QUESTIONS!

TYPE THE NUMBER OF YOUR CHOICE AND PRESS THE GREEN KEY. YOU WILL
HAVE AN OPPORTUNITY TO COME BACK AND ASK OTHER QUESTIONS.
DON'T FORGET THE WHITE AND BLUE KEYS FOR A PAPER COPY OF THIS DISPLAY.

YOUR EDUCATION CENTER HAS AGREEMENTS WITH THE FOLLOWING COLLEGES
AND UNIVERSITIES ON OR NEAR POST:

COLLEGE	DEGREES OFFERED			
	BA/BS	MA/MS	PHD/EDD	OTHER
CAMERON UNIVERSITY	X			
OKLAHOMA UNIVERSITY		X	X	

YOU WILL FIND CATALOGS ABOUT THESE SCHOOLS IN YOUR EDUCATION CENTER.
YOU MAY WANT TO PRINT THIS DISPLAY. THEN PRESS THE GREEN KEY.

It is also possible to get a complete schedule of courses being offered by the educational institutions on or near post.

THE FOLLOWING UNDERGRADUATE MAJORS ARE AVAILABLE THROUGH CAMERON U.

BACHELOR OF ARTS DEGREE

ART

POLITICAL SCIENCE

SOCIOLOGY

MATHEMATICS

MUSIC

SPEECH-DRAMA

HISTORY

ENGLISH

BACHELOR OF SCIENCE DEGREE

ACCOUNTING

BUS. ADMINISTRATION

NATURAL SCIENCE

ELEMENTARY EDUCATION

HEALTH AND PHYSICAL EDUCATION

AGRICULTURE

MEDICAL TECHNOLOGY

TECHNOLOGY

GENERAL EDUCATION

BIOLOGY

PHYSICS

CHEMISTRY

HOME ECONOMICS

Because individuals many not be aware of a step-by-step plan for beginning work on the degree, ARFIS provides such a plan and suggests that they copy the display and discuss the various steps with an Education Counselor.

BEGIN TO CHECK OFF THESE STEPS:

- . FIND OUT WHERE DEGREE PROGRAMS ARE AVAILABLE TO YOU ON OR NEAR POST.
- . SELECT A MAJOR.
- . FIND OUT HOW MANY CREDITS YOU HAVE (IF ANY) AND HOW MANY MORE YOU NEED.
- . FIND OUT IF YOU CAN GET SOME OF THESE CREDITS THROUGH TESTING (CLEP) OR ACE CREDIT FOR ARMY EXPERIENCE.
- . APPLY FOR TUITION ASSISTANCE.
- . REGISTER FOR NEEDED COURSES ON POST, NEAR POST, OR THROUGH DANTES.

YOUR COUNSELOR WILL BE HELPFUL IN COMPLETING EACH OF THESE STEPS.
PRESS THE GREEN KEY.

When the user completes a section, he/she may move to other parts of AREIS or he/she may sign off the system.

NOW WHAT'S YOUR CHOICE?

1. GO TO THE DIRECTORY TO CHOOSE ANOTHER PART OF AREIS.
2. SIGN OFF.

TYPE IN 1 OR 2 AND PRESS THE GREEN KEY.

THANKS FOR USING AREIS!!!

COME BACK AGAIN WHEN YOU HAVE TIME!

PRESS THE GREEN KEY

Subsystem IV: COUNSELOR-ADMINISTRATOR FUNCTIONS

The purposes of this subsystem are: 1) to relieve counselors of clerical work; and 2) to provide counselors with up-to-date information for use during their counseling interviews.

This subsystem is composed of two areas. The first area contains information in the form of data files, such as descriptions of Military Occupational Specialties and descriptions of civilian occupations, which can be accessed by the soldier through interactive dialogue and by the counselor directly. The second area contains those Counselor-Administrator functions, such as computer storage of Form 669 and master schedules of courses on post, which are designed for use by Education Center personnel only.

For the field tryout, four counselor functions were designed and programmed. The first function is the computerized version of the Form 669. Counselors are given the option to select any or all of four segments of the Form 669 which follow.

COUNSELOR DEMONSTRATION

THE FOLLOWING FRAMES REPRESENT POSSIBLE CAPABILITIES OF THE COUNSELOR-ADMINISTRATIVE SUBSYSTEM OF AREIS.

PLEASE SELECT ONE:

1. FORM 669
2. CHANGES TO ARMY REGULATIONS
3. ROSTER OF SOLDIERS COMPLETING BSEP I AND BSEP II
4. MASTER SCHEDULE OF COURSES ON POST
5. SIGN OFF NOW

TYPE IN 1, 2, 3, 4, OR 5 AND PRESS THE GREEN KEY.

AREIS

COUNSELOR DEMONSTRATION OF THE FORM 669

PLEASE SELECT ONE OF THE FOLLOWING DISPLAYS:

1. PERSONAL DATA
2. TEST INFORMATION
3. EDUCATIONAL INFORMATION
4. COUNSELING NOTES
5. LOOK AT ANOTHER OPTION

TYPE 1, 2, 3, 4, OR 5 AND PRESS THE GREEN KEY.

PERSONAL DATA

NAME: SOLDIER, JOHN Q.

RANK: E5

DATE ENTERED THE SERVICE: 78/12/30
PMOS NUMBER: 19E2ETS: 81/12/30
TITLE: ARMOR CREWMAN
TITLE:CAREER GOAL MILITARY: MOS
CAREER GOAL CIVILIAN: PRIVATE DETECTIVE

PRESS THE GREEN KEY

TEST INFORMATION

NAME: SOLDIER, JOHN, Q.

GED DATE: 79/18/5 PLACE: FORT POLK

FORM: A A A A A
SCORES: 1 41 2 21 3 08 4 49 5 41

GED RETEST

DATE: 80/24/1 PLACE: FORT SILL

FORM: B
SCORES: 1 41 2 43 3 41

ASVAB

EL 108 CO 108 GT 94 MM 108 GM 106 CL 92

GI 04 NO 05 AD 08 WK 10 AR 12 SP 11

MK 08 EL 09 MC 07 GS 01 SI 04 AI 02

OTHER:

NAME DATE AND PLACE TAKEN

PRESS THE GREEN KEY

EDUCATIONAL INFORMATION

NAME: SOLDIER, JOHN O. EDUCATIONAL LEVEL: E
 CERTIFICATES, DEGREES, OR DIPLOMAS EARNED:
 JUNE, 1979 - B.A. - OKLAHOMA STATE UNIVERSITY
 COURSES TAKEN:
 DATE: TITLE OF COURSE: SCHOOL: FUNDING SCOURSE: FINAL GRADE:
 5/21/78 BSEP II AEC, FORT SILL OMA COMPLETED
 9/06/78 ACCTG. 402 OKLA. STATE UNIV. ? C
 5/23/79 MOS COR. AEC, FORT SILL ? COMPLETED
 SKILL RECOGNITION PROGRAM PARTICIPATION:
 DATE PROGRAM TITLE: CIVILIAN SKILL: EXPECTED/ACTUAL
 11/12/79 SURVEYOR 018.188.026 05/83
 (ARTILLERY)

PRESS THE GREEN KEY

DATE	COUNSELOR AND LOCATION	COUNSELOR NOTES
79/16/5	LILLEY FT. POLK	INPROCESSING ORIENTATION.
79/20/5	SERMA FT. POLK	INITIAL INTERVIEW INTERESTED IN PURSUING CURRICULUM IN LAW ENFORCEMENT. DISCUSSED COLLEGE SUMMER SCHEDULE.
80/4/1	BROWN FT. SILL	INPROCESSING INTERVIEW TALKED ABOUT APPLIED FOR RETAKE OF GED TEST
80/11/1	BROWN FT. SILL	80/24/1.
80/15/2	BROWN FT. SILL	DISCUSSED NEXT STEP IN EDUCATION.

PRESS THE GREEN KEY TO CONTINUE.

The second capability demonstrated by the AREIS Counselor-Administrator Subsystem is the master schedule of courses being offered on post. Counselors or other Education Center personnel would be responsible for updating this information at the beginning of each education cycle.

MASTER SCHEDULE OF COURSES			
CAMERON UNIVERSITY			
ART	BASIC DRAWING	DAILY 10:20-12:20	STAFF
BIOL	GENERAL BIOLOGY	DAILY 9:10-11:20	HOPKINS
ACCT	PRINC OF ACCT 1	DAILY HOW	AMYX
BUS	INTRO TO BUS	DAILY 9:10	CHESTER
ECON	PRINC OF ECON 1	DAILY 8:00	SPEARS
EDUC	INTRO TO TEACHING	DAILY 10:20	WILLIAMS
PSY	GENERAL PSYCHOLOGY	DAILY 9:00	STAFF
CLASSES BEGIN: 3 JUNE			
LAST DAY TO ENROLL: 13 JUNE			
LAST DAY TO WITHDRAW WITH W: 30 JUNE			
LAST DAY OF SUMMER SCHOOL: 29 JULY			

Another issue important to Education Counselors is the timely receipt of changes to the various Army regulations which affect operation of the Education Center and the programs of the Army Continuing Education System. The Counselor-Administrator Subsystem demonstration package illustrates the possibility of providing this function via the computer.

CHANGES TO AR621-5

THE FOLLOWING REPRESENTS CHANGES TO AR621-5, 15 MARCH 1979:
 PAGE 1-3
 PARAGRAPH 1-7. MAJOR COMMANDS.

1. (4) ENSURE THAT ALL ENLISTEES AND THAT PART II DD FORM 2057 (CONTRIBUTING EDUCATIONAL ASSISTANCE PROGRAM STATEMENT OF UNDERSTANDING) IS COMPLETED. ALSO ENSURE THAT THOSE WHO TAKE PART COMPLETE A DA FORM 1341 (JUMPS, ARMY ALLOTMENT AUTHORIZATION)

1. (5) ENSURE THAT ALL OFFICER PERSONNEL ENTERING ACTIVE DUTY FOR THE FIRST TIME ARE BRIEFED ON VEAP AND GIVEN A CHANCE TO ENROLL IN THE PROGRAM.

THIS CHANGE IS EFFECTIVE 15 SEPTEMBER 1979.
 YOU MAY WANT TO MAKE A COPY OF THIS CHANGE. IF SO, PRESS THE BLUE AND YELLOW KEYS AT THE SAME TIME. THEN PRESS THE GREEN KEY.

The last capability demonstrated by the AREIS program is data compilation. Using AREIS, counselors could keep a record of their counseling sessions which could be tallied and summarized by the computer for the end-of-month reports which are submitted by FSO's to the Department of the Army.

COMPLETION ROSTER: BSEPI & BSEPII

COMPLETION ROSTER

80/5/2
BSEP I
CYCLE IV
JONES. J.
GREEN. T.
VOSS. C.
LARSON. J.
ROSS. M.

BSEP II
CYCLE IV
COLLINS. C.
BLACK. J.
WIGMAN. B.
GREEN. L.

APPENDIX B

On-Line Questionnaires

Pre-Use Questionnaire

You are about to use AREIS, the Army Education Information System. Before you start, we need to know some information about you. We don't need your name. You can use a code. Find the first free number on the sheet next to the terminal and enter it as your user number. Then press the green key.

Pretest

1. Enter user number:
- _____

2. Enter age in years:
- _____

3. Enter sex:

- 1. Male
- 2. Female

4. Enter Rank:

If below E5, enter 1.
If E5 or above, enter 2.
If Office or Warrant Officer, enter 3.

5. Enter time in service (to nearest year):
- _____

6. Enter how long you have been stationed at Fort Sill in months:
- _____

7. Enter how many times you have used the services at the Education Center.
(Count all visits related to one course as one visit):
- _____

8. At this point, I have:

- 1. No idea about my future vocational plans.
- 2. Some vague ideas about my future vocational plans.
- 3. Narrowed future plans to 2 or 3 choices.
- 4. Narrowed future plans to 1 certain vocation.

Pretest

9. At this point, I have:

1. No idea about my educational plans.
2. Some vague ideas about my educational plans.
3. Narrowed my educational plans to 1 or 2 possible types of training.
4. Selected one program for more education or training.

10. For help with my job planning, a computer would be:

1. Very useful
2. Useful
3. Undecided
4. Not very useful
5. Not at all useful

11. For help with my educational planning, a computer would be:

1. Very useful
2. Useful
3. Undecided
4. Not very useful
5. Not at all useful

Questionnaire After Subsystem I

You have just seen one part of AREIS. Please think about what you saw, then answer these questions.

Used After Subsystem I

1. Enter user number:

2. How useful was this part of the Army Education Information System (AREIS) to you?

1. Very useful
2. Somewhat useful
3. Undecided
4. Not very useful
5. Not at all useful

3. How interesting was this part of AREIS to you?

1. Very interesting
2. Somewhat interesting
3. Undecided
4. Not very interesting
5. Not at all interesting

4. How about the words used in this part of AREIS?

1. I could understand everything.
2. I didn't understand some words or sentences.
3. I didn't understand a lot of it.

5. Would you recommend this part of AREIS to a friend?

1. Yes
2. No

Questionnaire After Subsystem II

You have just seen one part of AREIS. Please think about what you saw, then answer these questions.

Used After Subsystem II

1. Enter user number:

2. How useful was this part of the Army Education Information System (AREIS) to you?

1. Very useful
2. Somewhat useful
3. Undecided
4. Not very useful
5. Not at all useful

3. How interesting was this part of AREIS to you?

1. Very interesting
2. Somewhat interesting
3. Undecided
4. Not very interesting
5. Not at all interesting

4. How about the words used in this part of AREIS?

1. I could understand everything.
2. I didn't understand some words or sentences.
3. I didn't understand a lot of it.

5. Would you recommend this part of AREIS to a friend?

1. Yes
2. No

Questionnaire After Subsystem III

You have just seen one part of AREIS. Please think about what you saw, then answer these questions.

Used After Subsystem III

1. Enter user number:

2. How useful was this part of the Army Education Information System (AREIS) to you?
 1. Very useful
 2. Somewhat useful
 3. Undecided
 4. Not very useful
 5. Not at all useful
3. How interesting was this part of AREIS to you?
 1. Very interesting
 2. Somewhat interesting
 3. Undecided
 4. Not very interesting
 5. Not at all interesting
4. How about the words used in this part of AREIS?
 1. I could understand everything.
 2. I didn't understand some words or sentences.
 3. I didn't understand a lot of it.
5. Would you recommend this part of AREIS to a friend?
 1. Yes
 2. No

Post-Use Questionnaire
For
Education Center Personnel

Please think about your experience with AREIS and answer the following questions.

The following questions relate to the Counselor system:

1. Is the information in the Counselor subsystem accurate?

1. Very accurate
2. Moderately accurate
3. Undecided
4. Somewhat inaccurate
5. Very inaccurate

2. Is the information in the Counselor subsystem displayed in an appropriate format?

1. Very appropriate
2. Moderately appropriate
3. Undecided
4. Somewhat inappropriate
5. Very inappropriate

The following questions relate to the Soldier system:

3. Is the information in the soldier subsystem accurate?

1. Very accurate
2. Moderately accurate
3. Undecided
4. Somewhat inaccurate
5. Very inaccurate

4. Is the information in the soldier subsystem appropriate?

1. Very appropriate
2. Moderately appropriate
3. Undecided
4. Somewhat inappropriate
5. Very inappropriate

5. In general, is the style of presentation in the soldier system appropriate for soldiers on your post?

1. Very appropriate
2. Moderately appropriate
3. Undecided
4. Somewhat inappropriate
5. Very inappropriate

6. What is your general reaction to providing information to soldiers by computer?

1. Postive
2. Neutral
3. Negative

Post-Use Questionnaire
For
Soldiers

You have now finished AREIS. Here are some of the questions you took before you started using AREIS. Please think about them again and answer them here.

1. Enter user number:

2. At this point, I have:

1. No idea about my future vocational plans.
2. Some vague ideas about my future vocational plans.
3. Narrowed future plans to 2 or 3 choices.
4. Narrowed future plans to 1 certain vocation.

3. At this point, I have:

1. No idea about my educational plans.
2. Some vague ideas about my educational plans.
3. Narrowed my educational plans to 1 or 2 possible types of training.
4. Selected one program for more education or training.

4. For help with my job planning, a computer would be:

1. Very useful
2. Useful
3. Undecided
4. Not very useful
5. Not at all useful

5. For help with my educational planning, a computer would be:

1. Very useful
2. Useful
3. Undecided
4. Not very useful
5. Not at all useful